between the fourth and fifth year, is one in which the child shows self-reliance, trustworthiness, and friendly co-operation with adults " (p. 88).

My own general experience with individual children, and my observations of the children in the Malting House School, hardly support quite so definite a scheme of development, with changes occurring at such clearly marked ages. Considerable differences between one child and another are found, and environmental influences are always potent. But it may be agreed that the general and normal outline of *tendencies* during this broad period of growth is very much as Bridges sees it. Under favourable conditions, the majority of children between four and five years do show themselves able to enjoy a friendly and co-operative relation with at least those adults who in their turn can show some understanding and restraint.

No one who has watched a group of young children playing contentedly together under the quiet and unobtrusive guidance of any sympathetic grown-up can doubt that such situations yield the happiest moments of their lives. It is easy to see that the children gain a sense of security from the leadership of an adult—provided she is one who understands their needs and whose rulings or suggestions follow the true lines of their social growth. They are (not all the time, but a large part of it) content to be led and guided for constructive ends.

Now this is an old and familiar fact. The great educators of little children have always known it. The sensible parent, the gifted practical teacher in the infants' or nursery school, always acts upon it. But once again it is Freud who has shown us its deeper meanings. It is not only that the little child naturally looks to the grown-up.for love and pro-

tection and guidance, in a simple and direct sense, as being stronger and wiser than himself against external dangers and difficulties. It is also that the guiding adult eases the *inner* tension of the child's mind, by acting as the check upon his own disruptive tendencies, and relieving him of that necessity.

We have had many glimpses of the strength and urgency of those disruptive forces in the child—of his intense underlying hostility to other children and to rival grown-ups-

We have had hints (and shall see much more presently) of